



# EMOTIONAL SELF-EFFICACY OF THE ADOLESCENT STUDENTS WITH RESPECT TO FAMILY TYPE, TYPE OF SCHOOL AND RESIDENTIAL STATUS

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## ABSTRACT

Emotional self-efficacy is an accumulation of beliefs that serve as a necessary set of close predictors of human motivation, diligence, and success. The present study aims to study the level of emotional self-efficacy and the difference in adolescent students with respect to family type, type of school and residential status. Findings of the study revealed an average level of emotional self-efficacy. No significant difference in emotional self-efficacy between single and joint family, government and private school adolescent, hosteller and dayscholar adolescent students was found. Some of the reasons that students were found to have no difference are that students were treated equally and provided opportunities to express their thoughts and ideas. They were not judged partially and thus no emotional conflict was there. So a proper environment was there for development. Students are also engaged in extra-curricular activities to have interaction with each other and build a good relationship with is an attribute to self-efficacy.

**KEYWORDS:** Emotional Self-Efficacy, Adolescent, Students

## 1. INTRODUCTION

Adolescence is the period of transition between childhood and maturity. Adolescents go through significant changes in their biological, emotional, social, cognitive, and intellectual development throughout this time (Vera et al., 2004). Every person goes through a critical period throughout adolescence when it comes to examining their alternatives for further education, careers, and readiness for an independent life. Self-efficacy is essential in adolescence for managing life's circumstances. When someone has confidence in their abilities to attain their goals, they are more likely to succeed than someone with strong low expectations; when someone succeeds at something, they are more motivated to monitor and pursue it further. The person's self-beliefs provide him with inspiration, drive, and direction. He holds himself to high standards for excellence, perseveres in his efforts, strives to adapt to changing circumstances, and feels that his talents will influence his future responsibilities (Arghode, 2013).

Self-efficacy is one of the most significant ways of exerting influence over oneself (Bandura et al., 2001). Emotional self-efficacy is seen as a critical component of mental health and resilience in handling adverse emotions during adolescence. Individuals with a high emotional self-efficacy tend to be perceptive to others' feelings, accepting of others' bad experiences, and capable of controlling their emotions to a flexible and adaptive state. An overall feeling of life happiness, optimistic views, and the capacity for emotional regulation are all associated with strong emotional self-efficacy (Goroshi & Hen, 2014). A high level of emotional self-efficacy with faculty members, no statistically significant differences at the level at 0.05 (Abdel-Hadi, 2017). Students reported below average level of emotional self-efficacy (Beri, 2018). Resilience, locus of control, and emotional self-efficacy were revealed to be significantly positively correlated. Negative correlations were found between childhood trauma and resilience (Turk-Kurtca & Kocaturk, 2020). There is a significant difference in social self-efficacy across academic ability among adolescents and no significant difference in social and emotional self-efficacy across gender (Arman & Chellappam, 2106).

Wang et al. (2018) shows the relationship between bullying at school and self-esteem was mediated by regulatory emotional self-efficacy. Zeng et al. (2022) in his study shows association between perceived bullying and teacher support was mediated by emotional self-efficacy. Calandi et al. (2023) study findings show that teenagers' ability to cope well emotionally and positively allowed them to reap the benefits of playing video games in terms of their personal wellbeing while confined to their homes. In contrast to a negative and avoidant coping style that depends on removing oneself from the stressful circumstances, a positive and approach-oriented coping style employs techniques that emphasize actively identifying and resolving a difficult issue (Litman, 2006).

## 2. NEED AND SIGNIFICANCE OF THE STUDY

The adolescent years are a time when people are expected to face and adjust to significant changes in their social, familial, and academic lives. Thus, adolescents typically face a barrage of difficulties during this time in their lives. Young adults, sometimes referred to as adolescents, experience changes in a number of areas of their lives (Schulenberg et al., 2004). A person's belief in their ability to identify and carry out the actions required to get desired results is known as their emotional self-efficacy (Beri & Akhoon, 2018). Emotional self-efficacy, according to Muris (2002), is the capacity to manage unpleasant emotions. People's ideas about their own abilities are influenced by their surroundings by learning and using a range of cognitive processes, which in turn shapes their self-efficacy (Macakova & Wood, 2022). Galla and Wood (2011) findings showed that anxiety was only a negative predictor of arithmetic test performance among kids with low emotional self-efficacy. Students who expressed a high degree of emotional self-efficacy did not demonstrate poor performance due to anxiety on the exam. It seems that emotional self-efficacy can help manage the adverse consequences of anxiety. So, considering the importance of emotional self-efficacy in adolescents life the study was undertaken. It will be help for the parents, teachers and educational administrators to know the adolescent students and provide them with the effective measures for their proper emotional development.

### 3. OBJECTIVES OF THE STUDY

1. To study the significant difference in emotional self-efficacy of single and joint family students with respect to Emotional Self-efficacy.
2. To study the significant difference in emotional self-efficacy of government and private students with respect to Emotional Self-efficacy
3. To study the significant difference in emotional self-efficacy of hosteller and day scholar students with respect to Emotional Self-efficacy.

### 4. HYPOTHESES OF THE STUDY

1. There is no significant difference in emotional self-efficacy between single and joint family adolescent students.
2. There is no significant difference in emotional self-efficacy between government and private adolescent students.
3. There is no significant difference in emotional self-efficacy between hosteller and day scholar adolescent students.

### 5. METHODOLOGY OF THE STUDY

#### 5.1 Method:

Based on the nature and objective of the research problem descriptive survey method was employed for the present study.

#### 5.2 Population:

The population of the present study comprised of all the adolescent undergraduate students of Dibrugarh district of Assam.

#### 5.3 Sampling:

For the present study 300 students are selected randomly as a sample. Both boys and girls undergraduate students were selected of the age group 16 to 19. For selecting the sample of the study simple random sampling technique was used.

#### 5.4 Tools used:

Emotional Self-efficacy tool developed by Dr. Nimisha Beri and Manisha Jain (2015) was used in the study. The tool consists of 31 items which are favourable in nature. It has three dimensions like understanding self and others, using emotions to facilitate thoughts and regulation to emotion in self and others. Each item is marked on a 5point Likert scale viz. Strongly agree, Agree, Undecided, Disagree, Strongly disagree. Reliability coefficient of the scale is 0.96.

### 6. FINDINGS AND DISCUSSIONS OF THE STUDY

Sl.No.	Category	Range of Scores	No of Students	Percentage of Students
1	Extremely High	136&above	2	1%
2	High	123-135	39	13%
3	Above average	110-122	111	37%
4	Average	93-109	123	41%
5	Below average	80-92	22	7%
6	Low	67-79	3	1%
7	Extremely low	66 & below	0	0%

**Table 1- Shows the level of emotional self-efficacy in different category of the adolescent students**

The above table 1 indicated that majority of the students have an average level of emotional self-efficacy i.e. 123 (41%). No students have an extremely low level of and only 2% students shows an extremely high level of emotional self-efficacy, 39(13%) students shows high level, 111(37%) students shows above average level, 3(1%) shows low level and 22(7%)

students shows below average level of emotional self-efficacy. Beri and Akhoun (2018) found a below average level which contradict the study.

Dimensions of ESE	Type of Family	N	Mean	SD	SE <sub>M</sub>	t value	sig
Understanding Self and Others	Joint	157	39.00	6.105	.487	.049	.961
	Nuclear	143	38.97	6.277	.525		
Using Emotions to Facilitate thoughts	Joint	157	31.93	4.989	.398	.454	.802
	Nuclear	143	31.49	5.173	.433		
Regulation of Emotions in Self and Others	Joint	157	38.15	5.797	.463	.218	1.23
	Nuclear	143	38.97	5.780	.483		

**Table 2: Shows the mean, standard deviation and t value of joint and nuclear family adolescent students with respect to emotional self-efficacy**

From the table 2 it is evident that in all the dimension of emotional self-efficacy i.e. understanding self and others, using emotions to facilitate thoughts and regulation of emotions in self and others the calculate t value is 0.49, .454, .218 respectively which is smaller than the table value at 0.05 level (1.96), the  $p > 0.05$ . So the null hypothesis- *there is no significant difference in emotional self-efficacy between single and joint family adolescent students is accepted*. Thus no difference was found between the students. The findings of the study might be that in both the joint and nuclear families students were treated equally and provided opportunities to express their thoughts and ideas.

Dimensions of ESE	Type of School	N	Mean	SD	SE <sub>M</sub>	t value	sig
Understanding Self and Others	Govt.	156	38.53	6.420	.514	1.338	.182
	Pvt.	144	39.48	5.885	.490		
Using Emotions to Facilitate thoughts	Govt.	156	31.87	4.961	.397	.516	.606
	Pvt.	144	31.56	5.206	.434		
Regulation of Emotions in Self and Others	Govt.	156	38.93	5.567	.446	1.213	.226
	Pvt.	144	38.12	6.020	.502		

**Table 3: Shows the mean, standard deviation and t value of government and private school adolescent students with respect to emotional self-efficacy**

From the table 3 it is evident that in all the dimension of emotional self-efficacy i.e. understanding self and others, using emotions to facilitate thoughts and regulation of emotions in self and others the calculate t value is 1.338, .516, 1.213 respectively which is smaller than the table value at 0.05 level (1.96), the  $p > 0.05$ . So the null hypothesis- *there is no significant difference in emotional self-efficacy between government and private school adolescent students is accepted*. Thus no difference was found between the students. In both the type of schools environment was conducive for all students. They were given chances according to their abilities. Students were not judged partially and thus no emotional conflict was there. So a proper

environment was there for development.

Dimensions of ESE	Residential Status	N	Mean	SD	SE <sub>M</sub>	t value	sig
Understanding	Hosteller	159	39.09	6.385	.506	.330	.742
Self and Others	Day Scholar	141	38.86	5.954	.501		
Using Emotions to Facilitate thoughts	Hosteller	159	31.33	5.153	.409	1.427	.155
	Day Scholar	141	32.16	4.964	.418		
Regulation of Emotions in Self and Others	Hosteller	159	38.29	5.791	.459	.795	.427
	Day Scholar	141	38.82	5.804	.489		

From the table 3 it is evident that in all the dimension of emotional self-efficacy i.e. understanding self and others, using emotions to facilitate thoughts and regulation of emotions in self and others the calculate t value is .330,1.427,.795 respectively which is smaller than the table value at 0.05 level (1.96), the  $p > 0.05$ . So the null hypothesis- *there is no significant difference in emotional self-efficacy between hosteller and dayscholar adolescent students is accepted*. Thus no difference was found between the students. Secondary schools hostels were provided with all the facilities that are required for the students. Students are also engaged in extra- curricular activities to have interaction with each other and build a good relationship with is an attribute to self-efficacy.

## 7. CONCLUSION

It is suggested that further research be done on the topic of emotional self-efficacy in light of other factors like self-regulation and self-awareness, as well as the significance of raising awareness of emotional self-efficacy within the academic community. It is also recommend that in order to prevent and maybe lessen the incidence that cause of at risk factors, school administrators and the relevant education department should pay greater attention to students' emotional self-efficacy as well as their self-esteem

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